National Congress Bulletin

December 1941 Published by The National Congress of Parents and Teachers, Chicago, Ill. Vol. 9, No. 4

Dear Local President:

I KNOW a first-class American community in which the recent elections were decided by less than a third of the eligible voters; the other two thirds had failed to register. Only the individuals concerned know exactly why they "flunked" in this very elemental test in practical government, for the community is generally aware of the principles of representative government and the fundamentals of democracy. Moreover, the community is convinced that democracy is well worth saving; it is determined to do its share and more—but it seems to believe that major threats to democracy come only from without, not from within.

Yet there are few elements in community life whose implications are more serious than failure to vote. A community that neglects the franchise will usually be oblivious to other undemocratic situations that exist within its borders and will, therefore, fail to put into effect for itself the very thing it is trying to save for the world.

Such a condition cannot be righted until each individual in the community knows what democracy means and how to put it into effect for himself and his neighbors. Only then he will be prepared to extend his efforts beyond his own environs.

Democracy begins at home. It cannot be imposed from without. Its roots are in Christian living with neighbors. Daily practice in democratic community living is a necessary part of our defense program. Without adequate understanding and practice we can conceivably lose the very thing we are set on defending.

The National Congress is strategically placed to play a major role in the development of the democratic community program in this nation. Furthermore, the special interest of the National Congress in this matter lies at the very wellspring of human life—concern for children and youth now and in future years. The duty of the Congress is clear. Let us perform it with faithfulness and wisdom.

Howard V. Funk

Regional Vice-President
National Congress of Parents and Teachers

The Season's Greetings

The members of the Board of Managers of the National Congress of Parents and Teachers extend to you and to your members their best wishes for a happy and joyous Christmas and for success in your parent-teacher endeavors in the interests of America's children and youth during the coming year.

FATHERS ARE NEEDED IN THE P. T. A.

THE sturdy young boy and girl, looking out into a world as new and wonderful as their own first sight of it, can have no dearer relationship than the tie that binds them to a loved and understanding father. Nor can they form any association that is more vitally necessary to their best development. The father who, through press of business or doubt of his own adequacy, withdraws himself from the intimate lives of his children, leaving them almost wholly to their mother, is making an unnecessary sacrifice and imposing upon his children a loss that can never be made up to them.

The time is so short, after all, in which the children are at home! "It seems only yesterday they were babies—and now they're grown up and gone!" How often we hear these rueful words, and how good it is to hear, occasionally, a note of quiet satisfaction mingled with the sorrow, when these words are spoken by a father who has nothing to regret—a father who has found his treasure in good season and has appropriated it fully and gratefully.

The child's "daily struggle to find himself" is a real struggle. He needs all the help he can summon. He needs the strength of his father's example, the stimulus of his father's interest, and the joy of his father's comradeship.

More and more men are discovering in the parent-teacher association a source of help toward adequate fatherhood. No organization, of course, can alone build the perfect father. But contact with other fathers who have grasped the full meaning of parenthood and with mothers and teachers who are giving so much time and thought to the cause of childhood cannot fail to keep the ideal and the vision constantly in the mind of every member. It cannot fail to bring about extension of the father idea and the father interest to children not one's own—to all children everywhere. It is supremely rewarding and permanently worth while.

NATIONAL COMMITTEES AT WORK

Social Hygiene

MISS AIMEE ZILLMER, national chairman, maintains that social hygiene to a certain degree is taken care of when people spend their leisure time wisely. Consequently she has placed strong emphasis on healthy recreation for the men in the armed services and for the personnel of industrial plants serving national defense. It is a long-established fact that masses of men with too little to do in their spare time find it comparatively easy to slip into the toils of commercialized vice. Miss Zillmer has outlined the need of " . . . more intelligent guidance of girls in defense areas and more stringent laws against prostitution." Cooperation with other agencies—the U.S. Army, the American Red Cross, state boards of health, junior chambers of commerce—is urged.

"The outstanding problem," says Miss Zillmer, "is that local leaders are not being developed in this field; most P.T.A.'s need an outsider to discuss and develop the social hygiene program. . . . However, the entire positive approach to social hygiene is comparatively recent, and organization for education in social hygiene has never been as deliberate as the organization of vice, which is as old as the hills."

It is true that the modern approach to the question is comparatively new, but it is encouraging to note that the old barriers of false reticence have gone down sufficiently to permit a great deal of really constructive work in this direction.

Health and Summer Round-Up of the Children

THE plan of work of the committee on Health and Summer Round-Up of the Children is so inclusive that it would be difficult to find any aspect of child health that is not outlined therein.

Nevertheless, the demands of this comprehensive and exacting program are being met with increasing success. "All reports," says Dr. Lillian R. Smith, national chairman, "indicate a desire to increase the scope of the health program and to include activities on maternal, infant, preschool, school, and community problems. . . . Parents are becoming increasingly aware of their responsibility for their children's health. If any argument is needed as to the importance of early recognition and treatment of conditions which, untreated, may result in permanent handicaps, it is strikingly found in the many rejections of draftees for physical or mental unfitness."

The startling results of the draft have, indeed, aroused the nation to action, and this fact gives added impetus to the health program of the National Congress of Parents and Teachers. Emphasis on health legislation, maternal and infant health, and preschool health is strongly marked. The relation of the health program to the wise and constructive use of leisure time is recognized, as is the need for continued cooperation with state and local departments of health. Such diversified and intelligent procedures cannot fail to make a signal improvement in the health of the nation.

Special Notice

Each day now we get letters from chairmen who say they have never seen a copy of the *National Congress Bulletin.* Are you giving your chairmen the Bulletin to read? Will you please do your best to pass it along according to the following schedule:

1. Publicity
2. Publications
3. Magazine
4. Program
5. Study Group
6. Membership
7. Other chairmen whose work is dealt with specifically in any issue.

You may wish to share the *Bulletin* with your officers before passing it on to the chairmen, or you may let the officers see it later. Use whatever plan seems best suited to your group. The last person to use the Bulletin should return it to the publications chairman so that it may be filed as part of the parent-teacher literature of the association.

NATIONAL BOOK CAMPAIGN

TO SUPPLEMENT the official library service provided by the War Department and the Navy Department in meeting the important and basic need for plentiful, wholesome reading matter for the men in service, the people in new industrial communities, and others affected by defense activities, a nation-wide book drive, with a goal of five to ten million usable volumes, will be sponsored by the United Service Organization, the American Red Cross, and the American Library Association in cooperation with the National Congress of Parents and Teachers, the Boy Scouts of America, the American Merchant Marine Library Association, and other organizations.

Both the state congresses and the local units of the Congress will have important functions to perform. Local schools and libraries will be asked to serve as receiving stations. As the dates are not yet definite, it is suggested that P.T.A. members watch their local papers for notice of the formation of state and local joint committees and be prepared to serve on such committees if requested; that home book-shelves be searched for dispensable volumes; that school and public libraries be asked to contribute; and that every dispensable book or magazine of worth be taken to the official receiving station during the drive.

The phrase "book or magazine of worth" should be emphasized. If we contribute only what we should be glad to have our own sons and daughters receive in like circumstances, our contributions should be adequately safeguarded. It should be borne constantly in mind that the benefits of this effort will not be confined to the duration of the emergency; they will be permanent, as the benefits of good reading invariably are.

The book drive project is so completely in harmony with P.T.A. plans and purposes as to be, in effect, a nation-wide intensification of an effort in which the Congress is already continually engaged—the effort to provide reading matter for America's youth that will insure the highest possible returns in character, recreation, mental health, and vocational success.

Bulletin Subscriptions

Anyone may subscribe to the *National Congress Bulletin.* The subscription rate is 20c a year for ten issues published monthly from September through June. Make check or money order payable to the National Congress of Parents and Teachers and mail to National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois.

be made on the basis of facts established by an independent bi-partisan commission solely responsible to the Congress of the United States or by a combination of these two methods.

N.E.A. The National Education Association reaffirms with emphasis its indorsement of the principle of federal aid for education . . . A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

The national government should study, stimulate, and support education in the interest of a high type of citizenship.

The federal government should give financial assistance to the states for the support of education, and disseminate authentic information on problems of education.

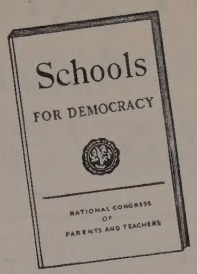
SIMILAR parallel passages can be found on any major topic dealing with our educational system and its underlying philosophy, but those quoted prove the point. Here are two agencies, representing the home and the school with common objectives, which should strive with complete rapport to see clearly, plan purposefully, and work actively for the upbuilding and maintenance of American public schools through a program of joint action.

To this end this committee makes these proposals:

1. That the slogan "home and school cooperation" be taken from the realm of academic discussion and translated into a positive workable program by which teachers and parents may meet on a basis of common respect and understanding, the better to function as democratic guides and mentors of American children. This requires the fullest cooperation of parents, teachers, and administrators, and a willingness to see and understand the infinite variety of individuals and viewpoints that each group represents. America does include all varieties, and how better can future generations be trained in our way of life than to participate in a functioning democracy in our public schools?
2. That each organization allow the other complete use of its materials for presentation to its membership in the manner it believes best; that national, state, and local publications of each carry in every issue some well-prepared material from the program of the other; that each regularly interpret for its membership some outstanding work of the other, as the *National Parent-Teacher* has done for the reports of the Educational Policies Commission.
3. That the two organizations jointly provide well-informed, competent speakers available on call to business and civic organizations to address them on the function and objectives of the American educational system and its relation to public well-being. The committee has in mind such material as Dr. Willis Sutton's "Business and Education."
4. That the two organizations prepare a list of available films, or make them available to interested groups, that are suitable for use in local theaters, or that may be used by discussion groups to disseminate authentic information about schools, their methods, their place in the community, and the results that good schools produce.
5. That the two organizations jointly prepare for publication in widely circulated periodicals well-written articles, employing professional writers if necessary, which will supplant in the mind of the reading public the doubts cast upon educational procedures by articles which have appeared recently. The public believes in its schools, but it needs authentic information and occasional reassurance. The National Education Association and the National Congress of Parents and Teachers are in a strategic position to furnish both to the reading public.
6. That the two organizations make it a consistent practice to recognize and commend by letters to the publisher, and if possible to the author, any outstanding current material that presents in good form, by word or picture, the story of American schools, and their achievements in producing American citizens.

MRS. WILLIAM A. HASTINGS
RALPH IRONS
CARMELITE JANVIER
MRS. WILLIAM KELTZER
AGNES SAMUELSON
HOWARD V. FUNK, *Chairman*

SCHOOLS *for* DEMOCRACY



THE publication of this book is a splendid illustration of the manner in which the National Education Association and the National Congress of Parents and Teachers cooperate in serving children and youth. Here is a parent-teacher publication compiled by Charl Williams of the N.E.A., who is chairman of the Committee on School Education of the N.C.P.T. She was assisted by Frank Hubbard, also of the N.E.A. *Schools for Democracy* is published and distributed by the National Congress of Parents and Teachers. It is nominally priced at 25c per copy. Its fourteen chapters deal with the following subjects:

- **Our Articles of Faith**
- **The Growth of the American Public School**
- **What the Public School Is Trying To Do**
- **Teaching: Yesterday, Today, and Tomorrow**
- **Making Teaching a Profession**
- **How Public Education is Organized and Administered**
- **A Modern School Plant for Modern Education**
- **Paying for Public Schools**
- **Federal Responsibility for Public Education**
- **The Library and the Public School**
- **The Public School and Other Community Educational Resources**
- **Lifelong Learning**
- **The Parent-Teacher Association and the School**
- **Looking Ahead**

Schools for Democracy is being used by study groups interested in discussions dealing with citizenship, school education, activities for promoting democracy, and many other related subjects.

If there isn't a copy of it on your P.T.A. Bookshelf, we suggest that you send for one immediately. *Schools for Democracy* belongs in every authentic collection of parent-teacher literature. Order from the State Congress of Parents and Teachers or from the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois.

NATIONAL CONVENTION DATES: MAY 3-7, 1942

It isn't too early to begin making plans to come to San Antonio, Texas, in May 1942, for the national convention of the National Congress of Parents and Teachers. Watch the *National Congress Bulletin* for further information.

REPORT OF THE JOINT COMMITTEE

National Education Association
National Congress of Parents and Teachers

WE, in these United States, believe in the enduring virtues of democratic principles and procedures. We are the heirs of long experience in this way of life. We enjoy the fruits of labor and sacrifice made by generations that have preceded us. We inherit modes of living and established institutions that inculcate love of democracy and instruct in its methods. Among these are the American home and the American public school system.

The manner in which we meet and solve the grave responsibilities now confronting us must furnish to all future generations enduring proof of the efficacy of our way of life. Retreat, or resort to other methods, weakens democracy and eventually destroys it.

Let us now determine the part which we may properly play in our particular provinces that this heritage may be improved and strengthened.

To the two organizations represented by this committee, the National Education Association and the National Congress of Parents and Teachers, the welfare of the schools of this nation is paramount. Both are concerned with the home, the children, the teacher, the community, all those infinitely varied factors that make American schools the unique institutions that they are—universal, public and free. Both have worked for years to improve conditions in homes and schools so that each generation might begin its progress at the uppermost point reached by all previous generations.

This has been done through cooperation on local, state, and national levels, but no matter how fine the results so far, we are entering a period when the fullest understanding of the functions of schools in this democracy and an unwavering resolve that they shall be perpetuated and improved is essential.

Many difficulties are immediately apparent to the competent observer; among these are the destructive criticisms of textbooks and of educational methods; also the unfair and shortsighted attacks upon school budgets. These problems undoubtedly will be intensified by the rising tensions of our people due to the deepening crisis in national and world affairs.

The committee believes that the prospect calls for a program of positive joint action carefully considered and faithfully performed by our two organizations. It believes that the public's faith in its schools is unwavering, that it cherishes them as an integral part of the American system and that it will rally to their defense. But public sentiment is slow to gather, and ground may be lost before issues are sharply defined. It is, therefore, imperative that adequate understanding and support be organized now.

The community of interest of these two organizations in America's schools is often expressed in almost identical terms as is evidenced by these examples taken from their findings, resolutions, and platforms of the last five years.

COMMUNITY PROJECTS

N.C.P.T. With the universal increase of leisure time, inescapable responsibility is placed upon governmental, educational, and cultural agencies to develop programs of art, music, drama, and suitable forms of recreation including reading. We urge the inclusion of activities in these fields in school and community recreation programs, the development of programs of recreation for the home, and that parent-teacher units do everything they can to support community projects for the educational and recreational use of leisure time of adults and youth. We recognize the need for more effective integration of home, school, and community activities and interests.

N.E.A. The N.E.A. recommends that every school system give more attention to training in purposeful leisure-time activities such as music, art, handicrafts, dramatics, athletics, and especially those activities which can be carried over into adult life.

ACADEMIC FREEDOM

N.C.P.T. We believe that the continued success of our democratic form of government depends upon our children learning to think independently. To learn this, it is essential that the teachers of our schools present to the children, in a way that is fair and unemotional, all sides of controversial questions that are within the mental grasp of the group being taught.

N.E.A. The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present differing points of view on any and all controversial questions. It commends the work of the Committee on Academic Freedom and recommends its continuance. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress. Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

LEARNING AND GROUP LIVING

N.C.P.T. The Congress recognizes the public school as one of the most effective forces for human progress and as indispensable to democracy. Better patterns for group living can be developed through adequate education for all age levels, including young children and adults. If the public school is to meet its responsibility in a changing order of society, it must prepare those who will claim the rights of democracy for the social adjustments in which these rights may be realized. The opportunity to prepare for group living must be assured every individual, regardless of race, age, or economic condition.

N.E.A. The schools have always been a great stabilizing force in the life of the nation. They must, in this time of crisis, especially consecrate their efforts toward preserving through dangerous and troubled years a spirit of unity, unselfishness, endurance, and good will. They must continue to exalt the blessings of liberty and of a free and civilized order as the immediate measure by which the nation determines that these blessings can best be maintained.

FEDERAL AID FOR EDUCATION

N.C.P.T. Federal funds for equalization of educational opportunity among the several states on a basis of need, such need to be determined on a basis of established facts, which shall serve as the foundation for a specific formula for apportionment, or apportionment may

SOME PROBLEMS OF ADOLESCENCE

James S. Plant, M.D.

NATIONAL PARENT-TEACHER
December Issue

In this article you will find the author sympathetically agreeing with what you've often been tempted to think yourself—that so far as adolescence is concerned the best advice you can give to parents and teachers is that they grin and bear it. But you, who in your constant contact with parents and teachers of teen-age boys and girls must encounter all sorts of puzzles and even heartaches arising out of the personality changes that make up life during the "troubled teens," cannot afford to stop there. For you and for those under your leadership the problem is immediate and significant. And, like any other difficult problem, it grows easier when it is clearly defined. Dr. Plant has a new and refreshing point of view to offer. You will find it stimulating and helpful in your attack on this perennial enigma.

BILL OF RIGHTS DAY DECEMBER 15

IN THIS year—1941—the one hundred and fiftieth anniversary of the enactment of the Bill of Rights will be celebrated throughout the land. It would be interesting—and probably illuminating—to know how many of us are actually at all familiar with this historic document and the implications thereof. As parents and teachers whose lives are dedicated to the service of children and youth in a democratic nation, we owe it to ourselves and to our children not to remain ignorant of a pronouncement that has enabled us to enjoy life, liberty and the pursuit of happiness unhampered for a century and a half. Every member of the parent-teacher association should read and reread the Bill of Rights and should thoroughly familiarize the young people in his care with its provisions and its declarations.

NATIONAL CONGRESS BULLETIN

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Guiding THE HIGH SCHOOL YOUTH

Program Outline • THE WORLD CHANGETH

Refer to the following articles in the November issue of the NATIONAL PARENT-TEACHER

WHEN YOUTH FACES CONFUSION, PAGE 8
TO MAKE DEMOCRACY DYNAMIC, PAGE 18

Case Study

As a little boy Jerry was precociously and intensely interested in art and artists and had already displayed some genuine talent. At twelve his dream of becoming a second Raphael practically dominated his life. Jerry is now in his third year of high school, and his shining vision has suffered complete and apparently permanent eclipse.

His mother is troubled. "Aren't you going to paint any more, Jerry?" she asks at last.

The boy's face clouds, and his mother's pulse quickens; he has not forgotten, then! But he shakes his head. "What's the use of painting and books and stuff like that *now?*" he mutters.

"What do you mean, Jerry?"

"Aw, war and everything. They don't need artists. All they want is soldiers and mechanics. Painting won't get you anywhere."

"But—"

"Leave the boy alone, Janet," speaks in Jerry's father. "I'm glad he's got over it. Art's all right for a hobby, but he was taking it too seriously. I don't want an artist for a son."

But Jerry's mother is still troubled. That dream meant so much to Jerry. . . .

Fundamental Questions and Problems

1. What could Jerry's mother have said to change his outlook on life, particularly his conception of the futility of art and literature in our present world?
2. What do you think of the father's attitude toward Jerry's special aptitude for art? How much understanding do you think exists between the boy and his father? How could the father help Jerry to resolve his conflict and to work out a philosophy of life upon which he could rely for personal security and emotional adjustment?
3. In these uncertain times how can the home remain the center of peace and security? How can it offer the greatest opportunity for spiritual growth?
4. What is the responsibility of the school toward developing in youth the ability to adapt successfully to new conditions in a rapidly changing world?
5. From your own experience, what factors produce conflict between youth and adults? What social, economic, and political factors in our modern life account for much of youth's disillusionment and conflict? How may this conflict and tumult be lessened?
6. What agencies and institutions exist in your community to help youth realize his opportunity for education and his desire for leisure and the cultural aspects of life? Are these services less or more today than five years ago?
7. What interest does the P.T.A. in your community take in these agencies and institutions?
8. Debate the question, "Resolved that society should increase its responsibility for the education and economic security of youth."

EACH MONTH the *National Parent-Teacher* publishes two excellent program outlines: (1) *Guiding the High School Youth,* and (2) *Children in a Democracy.* The articles on which the outlines are based are always found in the current issue. By making maximum use of these program outlines, as well as helps in other Congress publications, program chairmen can save themselves hours of worry and work in selecting sound and authoritative materials suitable for use in parent-teacher associations. Last month we published in the *Bulletin* a sample of the *Children in a Democracy* outline. This month we offer the above outline as an illustration of the service being rendered to high school associations.

Honor Roll

SINCE last month the following council and local units have earned Awards of Merit for promoting the National Parent-Teacher. The numerals opposite the names indicate the order in which the scrolls and certificates were earned.

Blue and Gold Scroll

2. Cleveland Council of P.T.A.
Cleveland, Ohio
Pres., Mrs. J. W. Hallock

Blue and Gold Certificates

7. Hamilton P.T.A.
Fort Wayne, Ind.
Pres., Mrs. H. E. Johnson
8. Hoagland P.T.A.
Fort Wayne, Ind.
Pres., Mrs. Carl Saaf
9. East School P.T.A.
Jefferson City, Mo.
Pres., Mrs. Leland Harlan
10. R. D. Wood School P.T.A.
Millville, N.J.
Pres., Mrs. Louis Nathan
12. Hemphill School P.T.A.
Birmingham, Ala.
Pres., Mrs. Mims Jones
13. Nicolet P.T.A.
Green Bay, Wisc.
Pres., Mrs. Walter Raymakers
14. Cunningham P.T.A.
Beloit, Wisc.
Pres., Mrs. Harold Sorenson
15. Covington Grade School P.T.A.
Covington, Okla.
Pres., Mrs. John L. Sullivan
16. Edgemont School P.T.A.
Durham, N.C.
Pres., Mr. Donnie Jacobs

Gold Certificate

6. West Heights P.T.A.
Evansville, Ind.
Pres., Mrs. Herbert Redman
11. Emsworth P.T.A.
Emsworth, Pa.
Pres., Mrs. J. Ray Stewart

Blue Certificate

8. Creighton P.T.A.
Phoenix, Ariz.
Pres., Mrs. Y. E. Lindsay
9. Utah Junction P.T.A.
Denver, Colo.
Pres., Mrs. H. S. Zweifel
10. Forest Park P.T.A.
Fort Wayne, Ind.
Pres., Mrs. G. A. McDowell
11. Perkins P.T.A.
Des Moines, Iowa
Pres., Mrs. Wm. P. Keasbey
12. West Lawn School P.T.A.
Grand Island, Nebr.
Pres., Mrs. Ed Brooks
13. Linwood P.T.A.
Cincinnati, Ohio
Pres., Mrs. J. R. Nall
14. Naval Avenue Preschool
Bremerton, Wash.
Pres., Mrs. Lynn Mickelson
15. Seward Preschool
Seattle, Wash.
Pres., Mrs. Edward A. Heiss
16. John Hay Preschool
Seattle, Wash.
Pres., Mrs. J. Peterson
17. Aliceville P.T.A.
Aliceville, Ala.
Pres., Mrs. Mattie E. Nichols
18. Hasson Heights P.T.A.
Oil City, Pa.
Pres., Mrs. Ralph Rogers
19. Woodbury School P.T.A.
Marshalltown, Iowa
Pres., Mrs. Frank Matson
20. Joseph G. Wilson P.T.A.
The Dalles, Oreg.
Pres., Mrs. Paul Walsh
21. Central P.T.A.
Charles City, Iowa
Pres., Mrs. Joe Siplon
22. Ely Grade School P.T.A.
Ely, Nev.
Pres., Mrs. Amy Stambaugh
23. Tampico P.T.A.
Tampico, Ill.
Pres., Mrs. Julius Verdick
24. Miles-Cranwood P.T.A.
Cleveland, Ohio
Pres., Mrs. Charles W. Thomas
25. Stonewall P.T.A.
Stonewall, La.
Pres., Mrs. L. L. Lafitte
26. Charles L. Loos P.T.A.
Dayton, Ohio
Pres., Mrs. C. P. Marshall

For full particulars regarding requirements for Honor Roll recognition and for earning the awards refer to the National Congress Bulletin, October 1941 issue, page 4, or to the Magazine Handbook.

For **CHRISTMAS**

GIVE SUBSCRIPTIONS TO THE NATIONAL PARENT-TEACHER

An Appropriate Gift to:

- A relative who has children
- A relative who is a teacher
- Friends who have children
- The school principal
- The teachers' room
- The school library
- The public library
- A Sunday school teacher
- A home missionary
- A clinic
- A hospital maternity ward
- A minister and his wife
- The YWCA
- The YMCA
- The local Red Cross chapter
- Someone in return for a courtesy extended to the P.T.A. (or to yourself) during the year

Make Christmas gift subscription checks or money orders payable to the *National Parent-Teacher* Magazine and mail to *National Parent-Teacher,* 600 S. Michigan Boulevard, Chicago, Illinois. The subscription rate of the *National Parent-Teacher* is $1 a year.

WHO IS TO BLAME?

Muriel W. Brown

As a parent-teacher leader you have been confronted, "many a time and oft," with the assertion that what children need above all else is a sense of personal security, the serene and safeguarded state of mind that results from the possession of parents with steadfast hearts dwelling in a steadfast home. You've puzzled your brain for hours on end with the question "How can I learn to direct my own activities and those of others toward supplying children everywhere with this important assurance?" You've wondered, perhaps, whether your own concept of all the factors involved is as clear and complete as it might be. . . . Once more the *National Parent-Teacher* answers the call. In this article, the fourth in the study course "Defense Begins at Home," you will find a direct and admirable summary of the physical, mental, and emotional forces involved and the means of integrating them into the positive and successful personality.

Have you appointed a Magazine chairman? Have you given the chairman the packet of Magazine promotion materials?